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Guidelines for quality assurance and quality development
for Fellow Member Trainers IANLP

The inter-collegiate

Quality Assurance System

of the IANLP

With these guidelines, which are mandatory for all Fellow Member Trainers IANLP (FMT), the IANLP seeks to promote professionalism and contribute to the continuous improvement of the services provided by the members.

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The elements of the Quality Assurance System

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Preamble

The professional and ethical quality of the FMTs is of paramount importance to the good reputation of the IANLP as the world's leading NLP standard organization.

These guidelines define the minimum quality assurance measures to be fulfilled by each Fellow Member Trainer of the IANLP (FMT).

Testing / Examination by Teacher

In order to ensure and promote diversity in NLP trainings across the globe, the guidelines of the IANLP do not provide evaluation of student competencies by any external exams. Since, in the long run, external examinations lead to standardization and thus to unwanted aligning of the training designs (the infamous 'teach-to-test' phenomenon).

To sustain creative variety and cultural diversity in seminar design, within the framework of the IANLP it is the Fellow Member Trainers who conduct the examinations.

This emphasizes the importance of the professionalism and quality of the Fellow Member Trainers.

After all, they are the ones who develop the training and also evaluate and certify their students' competencies.



List of Abbreviations / Glossary

FMT	Fellow Member Trainer of the IANLP (accredited NLP teaching trainer)
QDM	Quality Development Meeting
Report	Duly signed report on the successful QDM. The IANLP provides a form "Quality Development Meeting - Reporting Sheet" for this purpose.
Supervision	<p>Supervision is a relatively new profession.</p> <p>The IANLP defines supervision as follows:</p> <p><i>"Supervision is the process of continuous reflection of professional practice. The supervisor helps the supervisee to reflect his/her own attitudes and actions in her/his professional field of activity."</i></p> <p>Supervision is <u>not</u> evaluating or assessing the quality of the supervised person. A supervisor has not to be 'better' than the supervised person in the person's field of professional competence. Quite on the contrary. The professional supervisor helps the supervised person by asking the right questions to reflect his/her professional actions and attitudes. Often it is even better for the process of supervision if the supervisor does not know much about the field of professional competence of the supervisee. This helps to ask open and 'out-of-box' questions.</p> <p>Sometimes supervision is called 'coaching', 'counseling', 'mentoring' or something else. Intervision is supervision among peers.</p> <p>More info: https://anse.eu/about-anse/standards</p>
Evaluating Partner	Person of trust who is present at the QDM and discusses and evaluates the personal quality portfolio with the FMT inter-collegially. The evaluating partner(s) sign the report as a confirmation to the headquarters of the IANLP that the QDM has been conducted according to this 'Quality Assurance System' procedure.
● (brown dot)	Digital copies of verification documents marked with a brown dot ● must be submitted to the IANLP.



Personal Quality Portfolio

Each FMT shall maintain a written Personal Quality Portfolio in accordance with the guidelines defined herein. This Personal Quality Portfolio includes all documents (principles, concepts, evidence, forms, etc.) to prove that quality assurance has been performed in accordance with these guidelines.

The personal quality portfolio builds the foundation for the **Quality Development Meeting (QDM)** that takes place every 3 years.

A digital copy of defined elements of the personal quality portfolio along with the confirmational report will be submitted to headquarters of the IANLP.

The 8 portfolio elements are defined in the following sub-chapters.

1 - Compliance with curricula IANLP

Objective: Curricula IANLP trainings offered by the FMT fully comply with the standards set forth by the IANLP.

Standards:

- If the FMT offers curricula IANLP trainings, then this must be met
 - minimum duration requirements in days and hours
 - modality requirements (offline / online / synchronous)
 - qualification of trainers
- If the FMT issues certificates in the name of the IANLP, such certificates must fulfill the minimum contents according to the respective curriculum.

Documentation:

- Publication of IANLP curricula trainings on webpage and/or printed material.
- Examples of certificates ● **[brown dot] document no. 1**

Verification: Quality Development Meeting (QDM)

2 - Educational concepts

Objective: FMTs have written educational concepts (education or training plans) about the trainings they offer.

Standards:

- There are written concepts of all of the trainer's major training offerings.
- The training concepts list at least the following information
 - planned educational activity chunked-down to half-days or 4 hours sequences.



- target competence(s) and measures for achieving this competence / these competencies.
- Concepts for conducting the competency tests, evaluations and assessments are available in writing. In QDM the following elements should be discussed with particular attention.
 - Layout (design) and implementation of the various settings for testing, evaluation and/or assessment.
 - test criteria to evaluate competence achievement.
 - reflection on quality evaluation and assurance of testing design.
- Quality evaluation and assurance (PDCA or Deming cycle ¹)
 - Measures to evaluate quality of the educational concepts and the implementation.
 - Planned and regular reflection
 - Continuous improvement of the concepts.

Documentation: (1) Written concepts of all of the FMT's major training offerings that indicate the listed requirements (above).

(2) Documents on regular reflection on the implementation of the concepts (written self reflections on learnings, attestation by Supervisor and/or Coach or similar). ● **(brown dot) document no. 2**

Verification: Quality Development Meeting (QDM)

3 - Public relations

Objective: All publicly available material (internet, print) and public appearances and interactions with others (talks, trainings, coachings) bring respect and honor to the IANLP and to the practice of NLP.

Informations towards services offered shall be understandable for laypersons and are published publicly in an appropriate manner.

- Standards:
- Services Offered

Code of Ethics states "*All programs are clearly and accurately described as organizational structure (cost, training days, total duration of training in days and hours) as well as training objectives and requirements, if any, that must be met for satisfactory completion of the program.*"

 - All offers of the trainer (coaching / schooling) are advertised in places open to the public.

¹ **PDCA (plan–do–check–act or plan–do–check–adjust)** is an [iterative design](#) and management method used in business for the control and continuous improvement of processes and products.^[1] It is also known as the [Deming circle/cycle/wheel](#), the [Shewhart cycle](#), the **control circle/cycle**, or **plan–do–study–act (PDSA)**. Another version of this PDCA cycle is OPDCA.^[2] The added "O" stands for *observation* or as some versions say: "Observe the current condition." This emphasis on observation and current condition has currency with the literature on [lean manufacturing](#) and the [Toyota Production System](#).^[3] The PDCA cycle, with Ishikawa's changes, can be traced back to S. Mizuno of the [Tokyo Institute of Technology](#) in 1959. (Wikipedia, 2022)



- All elements noted in the Code of Ethics as listed above are readily accessible (without prior contact, e.g. via contact form or email) and formulated in a comprehensible manner.
- General terms and conditions are publicly available. They are in accordance with the usual business practices of the country or culture. They include instructions on contract termination and ombudsperson service for dispute resolution.
- Public Appearance
 - Public Appearance helps to bring respect and honor to the IANLP and to the practice of NLP in general.
 - Statements about the own person and the services offered are factual. In particular, no promises² are made regarding the effectiveness of the services offered.
 - Considerate respectful language is being used.
 - Other persons and competitors and their offers are spoken about respectfully and appreciatively (no derogatory language; at most neutrally) or not at all.

Documentation: (1) Information in writing of all of the FMT's services offered that indicate the listed requirements (above), either in print (hard copy) or in electronic format.

(2) There is no evidence of recurring negative publicity in which the FMT was involved. The FMT talks considerately and respectfully about other persons and/or competitors.

Verification: Quality Development Meeting (QDM)

4 - Confidentiality

Objective: FMT shall respect the rights of other's privacy and confidentiality.

People in a position of dependence to the FMT IANLP (e.g. students and/or employees) are subject to an increased duty of confidentiality.

- Standards:
- Learning measures (support, termination) are directly and exclusively communicated to the person concerned (student). Interested third parties get no information other than: an action has been taken and the nature of this action. For detailed information third parties are referred to the person concerned (student).
 - Personal data of students, employees and/or coachees should be stored in such a way that only authorized persons have access.
 - Written and/or verbal examples of experiences and metaphors to illustrate methods and procedures, may be used only either (1) with involved

² Excluded from this provision are scientifically proven efficacy evidence published by reputable sources. (e.g. from universities or the websites of EANLPt or IANLP or similar sources).



persons' explicit permission or (2) in a form that preserves the anonymity of persons involved/mentioned.

- Personal content of students and coachees is safeguarded. All participants are informed that all personal content is confidential and must remain within the school setting. Personal content will not be shared and/or discussed outside of the classroom and/or the electronic setting.

- Documentation:
- (1) Written procedure (e.g. teaching trainer manual) on how learning measures shall be communicated.
 - (2) Three examples from the past quality assurance period of how learning measures were communicated directly and exclusively to the person concerned (student) are documented. ● [brown dot] document no. 4
 - (3) Three examples of experiences and/or metaphors utilised to illustrate methods and procedures that are in use by the FMT, are presented and discussed within the QDM.
 - (4) Procedure of how and when participants (students) are being advised '*that all personal content is confidential and must remain within the school setting*', is being presented and discussed within the QDM.
 - (5) Measures of safeguarding personal data is being presented and discussed within the QDM.

Verification: Quality Development Meeting (QDM)

5 - Learning support for students / Termination of schooling

Objective: Student learning support should be provided in a timely and transparent manner. Proposed measures should be understandable to the student and promote his or her learning.³

If possible, early termination should occur only after all learning measures have been exhausted. The student shall receive a written justification. This justification should be written in such a way that at least an educational professional can reconstruct the reason for termination.

- Standards:
- A written procedure of how and when learning support shall be provided.
 - Proposed learning measures are chunked-down to specific instructions on what ought to be learned and which are the evaluation criteria for competence fulfillment.
 - There is written documentation for each early termination.
 - The documentation for early termination includes a justification that has been submitted to the student. This justification is written in such a way that at least an educational professional can reconstruct the reason for termination.
 - Early termination includes information on appeal options.

³ The IANLP recommends that (important) learning support measures shall be communicated in writing.



- Learning measures (including any early termination) are documented in the student's personal data within the institution.

- Documentation:
- (1) Written procedure (e.g. teaching trainer manual) of how and when learning support shall be provided.
 - (2) Three examples from the past quality assurance period for proposed learning measures chunked-down to specific instructions are documented. ● **(brown dot) document no. 5**
 - (3) Written documentation for early termination(s) is(are) presented and discussed within the QDM.
 - (4) The system to store student's personal data within the institution is being presented and discussed within the QDM.

Verification: Quality Development Meeting (QDM)

6 - Continuous Professional Development (CPD)

Objective: FMTs continuously educate themselves in the area of adult education and/or coaching and/or supervision.

- Standards:
- 60 hours continuing education over the course of 3 years
 - of which at least 30 hours with external training providers.
 - This standard is reduced to the following requirement
 - After 10 years of professional experience: 30 hours of which 15 with external provider.
 - After 20 years of professional experience: 30 hours internal and/or external continuing learning time.

Organisation: Courses, trainings, conferences, professional discourses, professional publications, literature study, quality development discussions.

- Documentation:
- List of self-organized training activities ● **(brown dot) document no. 6.1**
 - Attestation(s) of external continuing education(s) ● **(brown dot) document no. 6.2**

Verification: Quality Development Meeting (QDM)

7 - Evaluation and feedback from customers (students, coachees)

Objective: Clients of FMTs are satisfied with the efficiency, achievement and sustainability of the services (schooling, coaching).

In case of dissatisfaction or terminations, the FMT investigates the reasons and initiates improvement measures. Whenever feasible, this happens in consultation with the client.



- Standards:
- FMTs systematically and regularly evaluate their service processes (schooling, coaching) in regards to satisfaction, achievement of objectives, efficiency, process and sustainability through selected and/or summarized feedback from the clients.
 - Neither the staff of the IANLP nor the persons involved in this quality assurance process are aware of any justified complaints that could not be handled satisfactorily.
- Documentation:
- Tools for evaluation and obtaining feedback
 - Examples from practice (how feedback was collected and how it was handled).
- Verification: Quality Development Meeting (QDM)

8 - Reflection on one's own professional conduct (self-reflection)

- Objective:
- FMTs reflect on their professional behavior, regularly, by themselves and with professional support (inter-vision and/or supervision).
- They develop their professional conduct and search for solutions and variants for specific situations with the aid of colleagues and/or in individual supervision.
- Reflection focuses on ethical guidelines, professional role and behavior as well as the professional use of methods.
- Standards:
- An average of 10 hours of inter-vision or 5 hours of individual supervision per year.
 - 5 documented learning processes (incident, reflection, measures, results) per quality assurance period of 3 years.
- Organisation: Written attestations; documents; verbal presentations backed up by documents presented; video/audio recording; work shadowing; and more.
- Documentation:
- Attestation(s) by members of inter-vision group, and/or
 - Attestation(s) by professional supervisor, and/or
 - Documented personal learning processes.
 - **[brown dot] documents no. 8**
- Verification: Quality Development Meeting (QDM)



Quality Development Meeting (QDM)

The meeting

- Objective:** FMTs have expertise supplemented with professional outside perspective in relation to the quality objectives described.
- They recognize
- own strengths and weaknesses in professional conduct,
 - the personal need for action to improve quality, and
 - development perspectives for own professional activities.
- Standards:** Every three (3) years, FMTs provide proof that they meet the IANLP quality standards (confirming report with signatures to the office). New FMTs provide their proof in the 3rd year following the year of joining.
- Organisation:**
- Quality development meeting (QDM) with at least 2 persons (evaluating partners) or 2 individual meetings with 2 different evaluating partners.
 - Evaluating partners have at least 5 years of experience as NLP teaching trainers. At least 1 evaluating partner is a registered Fellow Member Trainer of the IANLP.
 - The basis for the professional discourse and thus the subject of the quality development discussion is the personal quality portfolio and the fulfillment of the specified standards.
 - The evaluating partner must have available for inspection (digital or physical)
 - (1) all documents of the current personal quality portfolio, plus
 - (2) copy of the report of QDM of the last period (if there was any).
 - The QDM may be held live on-site or by electronic media (e.g. Zoom, Skype).
- Right to Appeal:** If, on the occasion of the quality development meeting, non-compliance with the quality standards is identified and the corresponding confirmation is refused, an appeal may be filed with the IANLP.
- Documentation:**
- Duly signed report on the successful QDM (see chapter below) ● **[brown dot] document no. 9**
 - Digital copies of all required documents (see chapter below). The verification documents are marked with the corresponding number [● **[brown dot] document no. xx**] with reference to the above sub-chapters. These are **1, 2, 4, 5, 6.1, 6.2** and **8**, totalling seven sets of documents.
 - Signed report and documents have to be submitted digitally to the IANLP.
- Verification:** Headquarters of the IANLP.



Documentation of the meeting

- Objective:** Headquarters of the IANLP is informed about the results of the QDM.
If the requirements have been met, the IANLP shall prolong use agreement 'Fellow Member Trainer IANLP'.
- Standards:**
- All documents to be submitted are in written form.
 - All documents to be submitted are written in a language that is well understood by the evaluating partners.
- Documentation:** Two documentations have to be submitted (digitally) to the headquarters of the IANLP
- (1) Duly signed report on the successful QDM ● **(brown dot) document no. 9**
The IANLP provides a form "*Quality Development Meeting - Reporting Sheet*" for this purpose. Either this form is used or all information is submitted in another suitable, easy to read form.
 - (2) Digital copies of all required documents.
The required documents are marked ● **(brown dot)** in this document.
- Verification:**
- Headquarters of the IANLP will return a copy of the report marked "Received [date] + [stamp] + [signature]" to the FMT.

Failure to meet the requirements of the quality development meeting

FMTs who do not submit the required documentation or do submit unsatisfactory documentation by the deadline will be granted a 3 month extension to submit.

If satisfactory documentation is still not available after this extension, recognition as an FMT will be withdrawn.

Final Provisions

This "*Inter-collegiate Quality Assurance System*" is considered to be an integral part of the use agreement for Fellow Member Trainers of the IANLP.

Changes will be communicated via the bulletin of the IANLP which is sent by email to the Fellow Member Trainers regularly and published on website IANLP as well.

It is the responsibility and duty of the FMT to ensure that all bulletins are received, read and understood.

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